Instructional Technology Newsline

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In This Issue . . .

◆ Instructional Technology Update

In February, I attended the 2001 CCSSO State Educational Technology Leadership Conference that focused on standards-based reform and e-learning. Throughout the course of the two-day conference, we heard from industry experts and panels of state technology directors that spoke about statewide infrastructure, web-based curriculum and assessment, and unique approaches to learning using technology. I had the privilege to serve on a panel to discuss Missouri's eMINTS Project. Afterwards, I was approached by several states that want to learn more about eMINTS. While I was able to "steal" some good ideas, I also came back feeling reassured about the status of educational technology in Missouri. We have a lot to be proud of. –Deb

VIDEO Program Funding Status
Deputy Commissioner Orlo Shroyer distributed a letter last month that explained the VIDEO Program likely will not get the supplemental funds needed to support approved grant requests. The supplemental funds were to raise the appropriation from $1.09 million to the $4 million floor established by Senate Bill 944 (that went into effect August 28, 2000). With only $1million available at the time grants were approved, the Department was only able to issue a first payment equal to one-fourth of the approved amount. If the supplemental funds are not issued, the Department will not be able to make the final (three-fourths) payment. Contact the Instructional Technology section if you have any questions.

One-Time Technology Funds Possible in FY 2002
Governor Holden has recommended additional funds next year to help districts connect students to high-quality software and online resources and provide technology professional development. If these funds receive final approval, we will be able to increase the per-pupil allowance on the TAG entitlement grants and support 40-50 additional Competitive Technology grants.

2000 Technology Literacy Challenge Fund Report
THANK YOU to all the 2000 grant recipients who have already entered their data on the SRI web site. While the initial deadline was February 28 for LEAs to complete their reports, it was extended this week to March 7.

2001 Census of Technology
As promised, this year's Census of Technology (COT) is part of the Department's core data collection system. It represents the new April Core Data Cycle. Because the COT includes building-level data, districts may want or need to assign login privileges to additional (building-level) personnel. In February, districts should have received, completed, and returned their Web Login Request Forms. The COT screens are to be completed April 1 through 30. All screens for all buildings must be completed before the authorized representative can submit any data. Contact the Information Technology section with questions pertaining to login and access issues. Contact Instructional Technology with questions concerning the purpose and content of the Census.

MarcoPolo Training to Begin Soon
Representatives from the Department and the 9 RPDCs met in Jefferson City on February 28 to receive the first layer of training regarding the MarcoPolo Project. MCI WorldCom has signed agreements with 45 states to help train state, regional, and district trainers in using MarcoPolo Internet content. MarcoPolo is a partnership between the MCI WorldCom Foundation and seven renowned educational organizations that have created standards-based Internet content for K-12 classrooms, through discipline-specific educational web sites. The project provides free, high-quality Internet content and free professional development to any qualifying district. Each Missouri RPDC will select 2-3 people who will then provide at least 3 training sessions within the region. Districts select individuals to serve as "district trainers" – who upon receiving the MarcoPolo training will be expected to train other teachers in their home districts. Visit the web site at www.wcom.com/marcopolo to learn more about the web-based lesson plans. Contact your RPDC or the Leadership Academy to find out when the training sessions for district teachers will be scheduled.

E-Rate - Missouri Discounts for Year 3 and Guidance for Year 4
Dollars committed to Missouri schools and libraries for Year 3 more than doubled the amounts received the previous two years combined. Discounts totaled around $25 million in Year 1, $28 million in Year 2, and $72 million in Year 3.

Last month, the Schools ad Libraries Division (SLD) announced that schools that do not use an actual count of students eligible for the National School Lunch Program can use ONLY federally-approved alternative mechanisms, such as an income survey. Guidance on income surveys and other approved mechanisms can be found in the Alternative Discount Mechanisms Fact Sheet posted in the Reference Area on the SLD web site at www.sl.universalservice.org/

◆ JOBS for Educators in Missouri Schools
- SuccessLink and sponsored by DESE

SuccessLink now offers a centralized location for Missouri schools to post jobs and prospective teachers to post resumes. Go to SuccessLink's web site(www.successlink.org) and click on JOBS or go directly to the JOBS site at http://www.moteachingjobs.com/

The JOBS website offers you the following services:
- For Educators:
    - Fill out one job application on-line that will allow many schools to review your qualifications.
    - Receive a password that will allow only you to edit your information at anytime.
    - Search for job openings in your teaching field.
    - Your information is only accessible by password to Superintendents or Designee.
    - Links to other related educational jobs.
- For School Districts:
    - One job posting to the website will reach all teachers across Missouri (and beyond).
    - You can search, identify, and review applications for positions in your districts.
    - Search by teaching certification and extra curricular interests.
    - For more information or assistance, contact Mark Yehle at myehle@socket.net

◆ MOREnet Adds Technical Support for Internet Explorer and Outlook Express

MOREnet announces technical support for the Internet Explorer web browser and the e-mail component bundled with it called Outlook Express. In the past, MOREnet has provided support only for the Netscape browser and its e-mail component, Netscape Messenger.

Attendees at the Educational Technology Conference at Tan-Tar-A can find documentation for Internet Explorer and Outlook Express in the MOREnet Room. Customers can find this documentation posted on MOREnet's Technical Support web site within a few days. Specific instructions for both the Windows and Macintosh platforms are available. Visit: http://www.more.net/techsupp/

◆ 2001-02 Instructional Technology Grant Workshops

The 2001-02 grant workshops will be a general overview and update of the Competitive Technology, Interactive Distance Learning, Technology Literacy Challenge Fund (TLCF), VIDEO, and Technology Acquisition and Enhancement Grants. Reservations are not required. For travel directions, please call the host site.

March 23, 2001
10:00 – 12:00
Columbia School District
Board of Education Office
1818 West Worley
Columbia, Missouri
573/886-2100
(Located behind West Junior High
School)

March 28, 2001
10:00 – 12:00
Cooperating School Districts
Large Conference Room
1460 Craig Road
St. Louis, Missouri
314/872-8282

April 4, 2001
12:00 – 2:00
University of Missouri – Kansas City
315 Fine Arts Bldg.
5100 Rockhill Road
Kansas City, Missouri
816/235-5405 or 816/235-1096

April 4, 2001
10:00 - 12:00
Nixa Empire Bank
Corner of Hwy. 160 & 14
Nixa, Missouri
417/725-7404
(Please park on north side and enter
through the west door).

April 5, 2001
10:00 – 12:00
Dexter High School
1101 West Grant
Dexer, MO
573/614-1030

◆ Distance Education Reports & Resources

Distance Education: Bridging the Gap Between Student and Teacher
eSchool News offers this free special report that discusses skills the distance educator needs to teach with technology and recommendations for teachers who are considering a move to distance education. To have the report emailed to your desktop, go to www.eschoolnews.org/index.cfm and click on "Distance Education…"

Distance Education Guidelines for Good Practice
The American Federation of Teachers (AFT) recently finalized guidelines for educators offering courses electronically. The new guidelines expand on standards AFT issued at its annual convention last year. The report also includes a survey of 200 AFT members who practice distance education. The survey and report can be found at http://aft.org/higher_ed/technology or hard copies can be purchased for $2. Contact AFT at (202) 879-4400.

The National Educators Association (NEA) also has developed a number of recommendations and quality guidelines for distance education that address student/faculty ratios, instructor qualifications, content, and standards. Those guidelines are available on the web at www.nea.org/cet/briefs/16.html

The Missouri Distance Learning Association (MoDLA) is in the process of defining a set standards for distaqnce education in Missouri. When completed, these will be posted on the MoDLA web at www.modla.org

◆Filtering Bill

Free CoSN Resource
The Consortium for School Networking developed a great resource for school leaders on how to comply with the federal filtering mandate. Originally only available to CoSN members, the resource is to be posted soon on the web making it available for FREE. See the CoSN website for details at www.cosn.org/ Also available on the CoSN web site is "Safeguarding the Wired Schoolhouse: School District Options for Providing Access to Appropriate Internet Content" which has been featured in the last two *Newsline* issues.

Recent Articles
Education Week reported January 10 (www.edweek.org/ew/ew_printstory.cfm?slug=16filter.h20) that schools and libraries who receive federal money for Internet connections have a tentative April 16 deadline to draw up Internet safety policies that include installing technology to block minors from obtaining or viewing pornographic images on the web. A linked article in the *American Prospect* www.prospect.org/print/V12/1/nunberg-g.html makes the argument that the real scandal of the filtering controversy is that the technology doesn't - and can't - work as promised.

◆ National Education Technology Standards Project Part of Ed Bill

ISTE's National Education Technology Standards project is included in the recently introduced education bill submitted by Senate Democrats. Senator Tom Daschle (D-SD) put forward the bill, S.7, Educational Excellence for All Learners Act of 2001. The language referring to the ISTE NETS project is in the bill's technology chapter. An amendment to Title III of the 1994 ESEA, the new bill includes provisions for incentives and bonuses for educators that employ the NETS program (or other qualifying certification). The entire bill can be viewed at http://thomas.loc.gov/cgi-bin/query

◆ Ed Secretary Talks Technology at AASA Conference

Education Secretary Rod Paige, who served at superintendent of the Houston Independent School District before joining the Bush administration, joined three other exemplary superintendents in discussing how technology can be used to break down barriers to student achievement at the 133rd annual American Association of School Administrators (AASA) conference in Orlando in February. Secretary Paige said there are many ways technology can be used to enhance education: "It's just a matter of the amount of imagination we bring to student learning." For the complete story, go to www.eschoolnews.org/showstory.cfm?ArticleID=2306

◆ Wireless vs. Hardwired Networking in Schools

School and district leaders often focus on the relative merits of wireless versus hard-wired technologies. Which is more efficient? Which is more cost effective? The answer is that it depends. Jeff Lupinacci's look at wireless and hardwired technologies shows that each has its place in the educational environment.
www.techlearning.com/db_area/archives/WCE/archives/wireless.htm

◆ Technology and Young Children Web Sites, Reports & Resources
A lot has been written lately questioning the use of technology with young children. Following is a list of web sites from noted educational organizations that address this issue.

The Power of the Internet for Learning: Moving From Promise to Practice
Final Report of Web-based Education Commission (December 2000)
http://interact.hpcnet.org/webcommission/index.htm

e-Learning: Putting a World-Class Education at the Fingertips of All Children
U.S. Department of Education (December 2000)
www.ed.gov/technology/elearning/index.html

Early Connections: Technology in Early Childhood Education
www.netc.org/earlyconnections/

Technology and Young Children
National Association for the Education of Young Children's Technology Caucus
www.techandyoungchildren.org/index.shtml

◆ Technology And Reading: Can It Help?
- Submitted by Jon Harding, Helen Keller Foundation
Formerly of Missouri Technology Center for Special Education

As most of us are aware, the educational leadership in the state of Missouri is focusing its energies and monies on the emphasis of reading (and math) for all its public school students, including special needs students. No one would question the imperative of teaching students to read and write well at an early age. The question becomes "how," for there is no shortage of methods or techniques. Does technology have a role in this process? Can it be a piece of a comprehensive, diversified, holistic approach to the teaching or reading? Will students with special needs be able to avail themselves of another means to acquire reading skills?

Answering these questions is impossible without addressing the issues of effectiveness, reading skills targeted, technological competence of teachers, curricular emphasis, and others. First, there is no definitive research that proves technology improves reading skills in students. Having said that, most experts in the field would agree that generally speaking, technology does have a positive effect on students' reading skills. We do know this--when used by competent professionals, appropriate technology certainly does not hinder a child's progress in reading. Who wouldn't want his or her child placed in a technology-rich environment in the 21st century?

One simple way to look at reading is to break it down into its component skills: decoding, vocabulary building, and comprehension. There are literally hundreds of software programs available today that addresses each of these components of reading. A few examples of software that have been recognized as exemplary are "Let's Go Read! An Island Adventure" by Edmark Corporation. "Stellaluna" a Broderbund Software, and "Reading Blaster" by Davidson and Associates, Inc. Software that incorporates text-to-speech features and or voice-input options can be invaluable for students who require multi-modal approaches to learning.

How does a teacher with little experience evaluate and select appropriate reading software? One-way is to utilize an evaluation instrument such as that available in Children's Software Review. This instrument contains a checklist measuring ease of use, "childproofness," educational value, entertainment value, and design features. A checklist of this sort can be extremely helpful for teachers when reviewing software, particularly for students who have special needs. This particular journal also has available a CD-ROM that contains over 3,500 software reviews arranged by grade, subject, and platform (Macintosh or PC).

We know that no matter how diversified the curriculum, effective the teacher, or varied the techniques, some students will struggle with reading. There is no doubt that technology can be used inappropriately by teachers and that technology is not, in itself, the solution to reading problems for children. However, for many students, technology can be a motivator, a reinforcer, a remediator, a compensator, and an assessor of skills. Why not let technology be a part of a diversified, rich learning environment where all students

◆ **Technology Planning Tip of the Month**
- Submitted by Judy Stainback ,Etc…Education Technology Consulting

The Learning Curve

One of the things that seems to be missing from many PD programs is an understanding of the learning curve that must occur for training programs to be effective. The concept of 'readiness' is recognized and accepted when we talk about young children learning to read or write, but seems to be lost on adults. Too often, the one-hour after school workshop is not targeted to a particular skill level and therefore often misses the majority of those in attendance. If the learner isn't ready, or is already beyond that skill level, no matter how good the instructors' skills…productive inservice doesn't happen! Regardless of subject to be taught – a new teaching methodology or technology, the same philosophy can be applied. There are many labels that could be applied to these stages of learning, and what you call them isn't as important as making sure you understand that everyone has to progress sequentially through them. Some will move quickly with little time or effort required and some will not. The mistake of trying to cram too many steps in one inservice, or combining learners at all stages is tragic and avoidable with good assessment of skills before the activity and good follow up afterwards.

Stage 1: Awareness
In this stage, the learner must be introduced to the new concept, skill or technology and then recognize a personal need for it to be adopted. If they can't see a reason "why", there is little chance that they will make use of the information. Inservices for this stage are usually demonstrations, focused on where the new information or item fits in the big picture. Learners of this stage find comfort in larger groups of similar skilled peers. It's a time for questions not expectations of change.

Stage 2: Operation
If you don't know how the "buttons" work or don't feel comfortable with the software/hardware or materials from your own personal interaction with them, you really can't progress to the next stage. The length of time necessary to gain comfort with operations will depend on the amount of time the learner is willing to spend investigating/using/playing with, the new items. 'Practice makes perfect' certainly applies to this part of the curve. This is a time for hands-on workshops in small groups with personal attention from a patient instructor.

Stage 3: Integration or Application
Only after the learner is completely assured of their operational skills will they move to the level of being able to use the new skill in their daily routine. When you learned first learned to use a microwave to heat vegetables from a can how long was it before you tried cooking popcorn or defrosting frozen meat? At this level, a new skill becomes part of what you do without worrying about "how" to do it. This is the time to offer hands-on inservice on "ways to apply" or sharing sessions among peer learners at this stage. Now is when content is more important than the tools used to deliver it.

Stage 4: Transformation
Formal inservice is usually not necessary by this time in the learning progression. This stage occurs only when the other three are completed and is very individual. Many factors come into play including the level of support and encouragement the learner has experienced and their level of personal motivation for improvement. This stage is evidenced by the learner's ability to use the new skills in fundamentally new behaviors. They may also be willing to become mentors for others and should be encouraged to do so. The charcoal briquette concept begins to apply - one hot coal touching another starts the fire that can transform cold hard-pressed pieces of wood into a consuming blaze for change!

The final point and perhaps the most important is to recognize that adult learners need the same tender loving care as they provide to *their* students. They need encouragement and recognition for their accomplishments. We find ways to highlight even incremental success in a child, but expect adults to leap from novice to professional in one workshop. Careful planning and recognition of these concepts should result in the improvements you desire in your professional development program.

◆ Learning With Technology
- *Featuring Popular Bluff R-I and Washington School District*

SHO-ME CONNECTIONS
Best Training Program we EVER had (yet)
Are you a tech coordinator by default?
So you have lots of stuff (but it's not getting used)?
No time for training?
Do you have teachers that are "afraid" of computers?
Do you have teachers/staff that "think" they know how to use computers?
Do you have employees that call tech support when the computer "won't work" only to find out it's not plugged in?

If you answered yes to any of the above, READ ON. I write a lot of grants (some even get funded). In the past few years a majority of our grant programs have focused on "getting stuff." We began to notice that a lot of the "stuff" was sitting around and not being used. We tried to

have some canned, one size fits all, training sessions after school. What a waste of time. Everybody is tired or has to go to a soccer game or church or grocery store, then go home and cook, grade papers, etc. We tried release time from class. Teachers hated it. They still had to make out lesson plans and grade two days of papers in one night. Principals really hated it (ever try to hire 15 subs?).

The Summer Academy Answer/Solution
First, I need to make clear that this solution is by no means original material. Any experienced grant writer knows that any good idea has been "recycled" many times. I wish I knew who to give credit for this concept but I don't. It is really very simple.

First step: Focus on the needs of the individual by giving a survey to your staff to find strengths and weaknesses. Let your staff pick the area(s) where they feel they need or want help. Don't force anyone to attend. Train only those that want to participate!!

Second: Let your experienced staff be your trainers and pay them (not somebody from out of town that won't be able to answer questions later on.

Third: Schedule different mini-courses at different times during the summer to meet the varied schedules of all your staff. For example, lots of sessions in June, then repeat some of the same sessions in early August for newly hired staff.

Fourth: Pick topics that will help you (the grant writer). For example, because I write a lot of grants to get computers, people get the impression that I know how to fix them. I set up in the training schedule a mini-course titled "troubleshooting your own PC." The number of calls I have received this year has been reduced by AT LEAST half.

Last summer we had almost 100 staff members, or one third of our staff, attend mini-courses. Many attended several different sessions. Most have already expressed an interest in attending again next summer for additional advanced training. Several staff members that did not attend last summer have already signed up for next summer.

We have courses for all levels of learners. The topics were as varied as "hot to operate Windows 95/98" to "how to design a web page for your own classroom." Other topics included "how to use search engines for the classroom," "using word processors," "using PC peripherals," using spreadsheets in the classroom" and "using gradebook software."

None of this would have been possible if the TLCF grant had not been available. For those of you that don't think of yourself as a grant writer, all you really need to do to get started is find someone who has been successful and ask for a copy of their grant. For more information contact Jim Thomas at jthomas@pbmo.net

Washington School District
Improving Reading and Writing Literacy skills for students K-6 is the focus of the Technology Literacy Challenge Fund Grant for the Washington School District in Washington, Missouri. The goals for *Accelerating Leadership Through Technology* are to increase student reading comprehension and communication arts on standardized tests, as well as increase the teachers' integration of technology to teach reading and writing. Grades K-2 specifically focuses on developing skills to think and learn about print, and to develop knowledge and reading comprehension skills. Grades 3-4 focus on developing higher order thinking skills through selected nonfiction reading materials. Writing in Science and Social Studies help strengthen the

connection between reading and writing. Grades 5-6 emphasize a wide range of reading competencies that promote application and evaluation through writing.

Software and hardware along with a strong training program are essential to meet the grant's goals. WiggleWorks along with the companion literacy sets were purchased for all K-2 classrooms in the district. Accelerated Reader was chosen for all Grades 3-6 classrooms. A selection of nonfiction books was purchased for Grades 3-4 and a variety of fiction/nonfiction books was chosen for Grades 5-6. In addition, five portable text writers (that interface with each classroom's computer workstation) were purchased for each 5th and 6th grade classroom. A core of teacher representatives from the district's eight elementary schools received training in the operation and integration of the software into the curriculum. They also received training on the portable textwriters. The core group facilitated small group training in their own buildings in order to provide individualized instruction for their teachers. District wide training sessions in the integration of Wiggle Works and Accelerated Reader were also conducted during the Summer Teacher Camp in the district. Classroom teachers were given release time to visit other classrooms utilizing the software in order to view instructional strategies and methods in successful classroom settings. In Year 2 of the grant additional software, literature sets, and portable textwriters have been provided to the students and teachers.

What effects are being seen? Writing is more strongly integrated into the curriculum. Students are excited about using the portable text writers and have found it much easier to create and edit written work. Students are motivated to read—at school and at home. Parents are more involved with the reading activities of their K-2 students through the integration of the WiggleWorks reading program. Teachers have greatly increased the integration of technology into the teaching of reading and writing. Teachers also benefited by collaborating to produce successful integration plans. Although MAP scores to measure results are not available yet, it is anticipated that an increase in the scores will also indicate the success of the program.

The Technology Literacy Challenge Fund Grant has provided elementary teachers in the Washington District the tools and training to improve the reading and writing instruction for their students. The best part—the students benefit! For more information contact June Wilson at jwilson@washington.k12.mo.us

◆ Showcasing Missouri's PT3 Grants

Preparing Tomorrow's Teachers to Use Technology (PT3) is a federal competitive discretionary grant program addressing the need for well-qualified, technology-proficient teachers who are prepared to teach in 21st century schools. Several Missouri colleges and universities have received PT3 grants. In the next few months we will share the high points of these programs. Typically, PT3 grants support innovative teacher preparation program improvements developed by consortia including higher education institutions, state agencies, school districts, nonprofit organizations and others interested in the development of educators.

MU Partnership for Preparing Tomorrow's Teachers to Use Technology
-University of Missouri- Columbia

The Teacher Development Program on the campus of the University of Missouri – Columbia has always had a strong base of involved teachers and courses of study. However, with the advent of the new technologies, that base of teachers has had to change not only what they teach, but also how they teach. The *MU Partnership for Preparing Tomorrow's Teachers to Use Technology* is

increasing faculty fluency with technology and the advancement of a new learning community. Prism, a faculty development workshop draws individuals from a variety of curricular areas together for curriculum design, to learn about new technologies and participate in cross-discipline sharing opportunities. The program works with partner schools and projects throughout the state to build a community that will support the learning of preservice teachers.

For more information about the MU PT3 project, visit their web site at
http://www.coe.missouri.edu/~pttut

◆Copyright Question of the Month

Q. May an educator (e.g., administrator, classroom teacher, substitute teacher, or student teacher) other district employee, volunteer, or others make a transparency of one image (cartoon, chart, diagram, graph, picture, or drawing) from a single book or periodical issue to use in face-to-face instruction of students or peers?

A. Yes. An educator may copy one image onto a transparency making an exact copy to display with the use of a projection device. The transparency may be used one time in face-to-face instruction.

Note: If the educator wishes to use the same image in subsequent presentations, he or she must obtain permission from the copyright holder.

◆Internet Sites of Interest

Weather
Weather Maps
http://www.weather.com/weather/maps

The Weather Bug
http://ww2.weatherbug.com/AWS/default.asp?cid=40&RND=162938

A Bunch of Weather Links
http://ink.yahoo.com/bin/query?p="weather+fronts"&hc=0&hs=0

Wild Weather/Storm Chasters
http://www.wildweather.com/

United States Radar Map
http://www.intellicast.com/LocalWeather/World/UnitedStates/Radar/

Presidents
http://carnivalbookclub.flonetwork.com/cgi-bin3/flo?y=eC5b0jiYD0dk0FYCX
Students can take an online tour of George Washington's Mount Vernon home and read all about him, his family, and more. The site also has many activities and educational resources for teachers.

http://carnivalbookclub.flonetwork.com/cgi-bin3/flo?y=eC5b0jiYD0FYDY

For stories, photos, and more great information about the twelfth president, visit this Abraham Lincoln Research site.

http://carnivalbookclub.flonetwork.com/cgi-bin3/flo?y=eC5b0jiYD0dk0FYEZ
"Internet Public Library: Presidents of the United States" is a comprehensive site that students can use for research projects. It has biographies, links to historical documents, audio and visual files, and more on all the presidents.

Poetry
http://www.berkeleyprep.org/lower/fourth/writing/index.htm
(Memaw's Creative Writing Corner for Elementary Teachers)

http://www.members.home.com/groenen/
(Language Arts: Poetry Section)

◆From The Mailbag

New Web Based Training For Microsoft Products
Productive Edge, INC is pleased to announce that it can now offer all Microsoft Office product training over the Internet. Additionally, products such as Lotus, Palm Pilot, Quicken, general business and presentation tutorials, and the MOUS Certification track are offered in the service.

The HOW TO MASTER series is already in place in several Southeast MO schools mostly as a cost effective and convenient professional development tool. However, it is also being tested for use by students.

The service is very affordable. It can be personalized for each school district. And, it offers complete accountability to an administrator by the user.

Productive Edge has been in the business of software training since 1988. For more about this offer call 888 900 3343.

◆Mark Your Calendar

March

1	Newsline published online
15	VIDEO Advisory Committee Meeting (10:00 – 2:00 p.m.), Room 470, Governor Office Building. Jefferson City, MO
23	Instructional Technology Grant Informational Workshop, Columbia, MO
25	Newsline articles due
28	Instructional Technology Grant Informational Workshop, St. Louis, MO
31	Obligation of funds for materials, supplies and capital outlay for TAG, VIDEO, IDL and CT grants (Due date)

April

1	Newlsine published online
4	Instructional Technology Grant Informational Workshop, Nixa, MO
4	Instructional Technology Grant Informational Workshop, Kansas City, MO
5	Instructional Technology Grant Informational Workshop, Dexter, MO
25	Newsline articles due

◆Upcoming 2001 Conferences

March 1-2	MOREnet Technology Conference 2001 Marriott's Tan-Tar-A Resort, Osage Beach, Missouri www.more.net/events/mtcs01/
March 5 – 10	SITE 2001, Society for Information Technology & Teacher Education Holiday Inn International Drive Resort, Orlando, FL www.aace.org/conf/site
March 18-20	2001 Show-Me Professional Development Conference "Time to Learn, Time to Grow, Time to Change." Marriott's Tan-Tar-A Resort, Osage Beach, MO
March 22-23	HELIX 2001-- Higher Education Learning & Information Exchange Converging Technologies: Effective Approaches in Distributed Learning Marriott's Tan-Tar-A Resort, Osage Beach, Missouri www.more.net/projects/members/helix2001/index.html
March 27-28	Southwest Education & Technology Conference (RCET-SW) University Plaza Hotel, Springfield, MO
April 17-22	National Distance Learning Month
April 21-24	Missouri Association of School Librarians Spring Conference Tan-Tar-A, Osage Beach, MO
June 23-26	TIE 2001 Conference: Expanding Expectations Snowmass, Colorado www.tie-online.org/c2001.html